



Stilgebauer Award 2009 - Application Form

Please provide the information below. This application form needs to accompany the Project Summary for the project to be considered for a Stilgebauer award. Individuals or teams may complete the required information for their own project(s) or for another teacher or group's project	
Project Name: <u>Computers in Camelot</u>	
School Regional Area	<input checked="" type="checkbox"/> North Cook <input type="checkbox"/> South Cook <input type="checkbox"/> West 40
IL State Representative	<u>Eliza Beth Coulson</u>
IL State Senator http://www.ilga.gov/	<u>Jeff Schoenberg</u>
District Name	<u>Sunset Ridge</u>
District No.	<u>29</u>
Name(s)-Teams with up to 5 members will be accepted! Include all names.	Email Address(s)
* <u>Kenneth Smith</u>	* <u>smithk@sunsetridge29.net</u>
* <u>Tammy Carlson</u>	* <u>carlsont@sunsetridge29.net</u>
*	*
*	*
*	*
School Name	<u>Middlefork</u>
School Street Address	<u>405 Wagner Rd</u>
School City, State Zip	<u>Northfield, IL 60093</u>
School Phone Number	<u>847 681 9000</u>
If you are providing information to nominate another teacher or group, please provide your information below (if different from those named above).	
Nominator's Name	
Nominator's Phone #	
Best Contact Time	
Nominator's Email	

Please attach the Project Summary to this form and send to Learning Technology Center
One Central at 2701 W. Washington Blvd., 2nd Floor, Bellwood, IL 60104

1. Project Descriptive Title – Computers in Camelot

2. Project Abstract—The entire second grade recreates King Arthur's Camelot as a vehicle for studying the dark ages, the interdependence among community groups, the beginnings of a justice system, and the differences between fact and legend. Students participate in six weeks of small-group and whole-grade projects first to study life under the warlords and then life under the fair and just King Arthur. Although all students study the same content, the ways in which they learn it are individualized, thanks to the integration of technology throughout the unit.

3. Grade level(s)—Second and Eighth

4. Subject area(s) – Language arts, social studies, and fine arts.

5. Technology resources – Hardware: laptop computers, desktop computer, scanners, videoconferencing equipment. **Software Titles:** PowerPoint, iChat, KidPix, Tom Snyder's TimeLiner 5.0, Neighborhood MapMachine

6. Other materials used – Storytelling, books, classical music recordings, models and student-made materials from previous years,

7. IL Learning Standards –

1. Recognize and investigate problems; formulate and propose solutions supported by reason and evidence
2. Use appropriate instruments, electronic equipment, computers and networks to access information, process ideas and communicate results.
3. Learn and contribute productively as individuals and as members of groups
4. Recognize and apply connections of important information and ideas within and among learning areas.

NETS/Performance Indicators

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. Apply existing knowledge to generate new ideas, products, or processes.
- b. Create original works as a means of personal or group expression.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. Plan strategies to guide inquiry.

- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. Evaluate and select information sources and digital tools based on their appropriateness to specific tasks.

8. Process – This is one of the students' first content-rich units. All students are expected to learn what life was like under barbaric rule (the first 3 weeks of the unit) and Arthur's fairness rules (The second 3 weeks). Moreover, they are to distinguish the facts of the post-Roman area and the legend of Arthur. Students are given several options for each segment. Some technology based (e.g., Design Arthur's Web Page), some based on learning styles based (Make A Dance to Tell the Story.) Students sign up for their 1st and 2nd choices. These are usually granted. Where teachers disagree with student choices, a conference is held with the child. Each group takes a problem-solving approach: define the problem, define how you will know when the problem is solved, and decide on an initial plan to get from one to the other. All groups conduct online research using the sites listed on the librarian's web page. The group may redefine each of these aspects as the project progresses. 8th graders work independently to research King Arthur and other members of his court and to set up the teleconference.

9. Integration – It is difficult to find content-rich materials that 2nd graders can read and comprehend. Over the years, students have used technology to create reference materials for future classes to use. The problem-solving model is used throughout the district's curriculum and is based on the information processing research done on ill-structured problem solving of experts. That means that the focus is not on facts but on connections among these facts and on how the facts support principles (i.e., if/then casual processes. This project introduces this model and Ken Smith is responsible for helping teachers reinforce it across the remaining grades. Without technology, students could not learn in a way compatible with their strengths, nor could they efficiently access and, organize, or share what they learn.

10. Reflection – Students should be taught from the early grades that information is not always an end to itself, but is often a means to solve problems. When we began planning this unit many years ago it seemed impossible to provide second graders with a large body of content that they could use to solve problems in an age-appropriate way. It was through accessing information through pictures and captions that we began to see how this could be accomplished. We added the eighth grade teleconference so that they could access content orally. We then needed a variety of ways for them to organize and present their solutions to the problems in ways that did not require all of them to write. Again technology made this possible though such options as Timeliner (for making character's daily schedules, Podcast for oral news reports, and Neighborhood MapMachine for mapping Camelot. The final presentations are not graded, but are evaluated through students' application of knowledge to a variety of problems—often made possible through the integration of technology that is selected to match students' individual learning styles.

To Learning Technology
Center

From Ken Smith
773 281 3892

sub: Stilgebauer Award
3 pages to follow